



Monthly Special Education Director Call

Special Education Programs
January 18, 2022

1

SD CASE

2



WELCOME!



3

The South Dakota Department of Education / Office of Special Education has partnered with LRP Publications to provide **Special Ed Connection®** to all districts throughout the state. The South Dakota Department of Education previously had a statewide subscription in place from 2005 – 2018, so we are excited to have you back on board!



4

Special Ed Connection® (www.specialedconnection.com) is a web-based resource you can turn to every day for:

- ✓ Guidance and clarification on special education requirements and services
- ✓ News, updates, and the latest guidance from the U.S. Department of Education
- ✓ Ready-made resources that can be used for in-house professional development, staff meetings and in-service activities
- ✓ In light of our “new normal” the editors at **Special Ed Connection®** have created a roundup of resources and guidance related to COVID-19 and student with disabilities.



5

On **January 11** you should have received a **Special Ed Connection®** announcement email from Theresa Harr (tharr@lrp.com) with 2 attachments:

- ✓ A **License Agreement** to be filled out, signed and returned by your district's Special Education Director ASAP. This will allow us to activate your access
- ✓ A **Staff Access Spreadsheet** for you to provide names/emails of your staff who would like access to **Special Ed Connection®**. Each person on your list will also be signed up to receive the daily **eConnections email** that comes as part of your subscription to **Special Ed Connection®**
- ✓ **Please return both documents to tharr@lrp.com as soon as possible**



6

Once we receive your signed license agreement and staff list, *everyone on your list* will receive a **Welcome Email** containing:

- ✓ **Your district's login** – Everyone at your district will share the same username and password
- ✓ **Invitations to attend an introductory webinar** to learn more about this valuable resource! This is the BEST way to have a full understanding of how **Special Ed Connection®** can help you in your work with students with disabilities every single day! The webinars will be conducted by a member of our training team, Josh Pedrow jpedorow@lrp.com. You can choose the date/time that suits your schedule.

If you did not receive the announcement email, please check your junk/spam/clutter folders. If you still can't find it please contact me at kwhiting@lrp.com



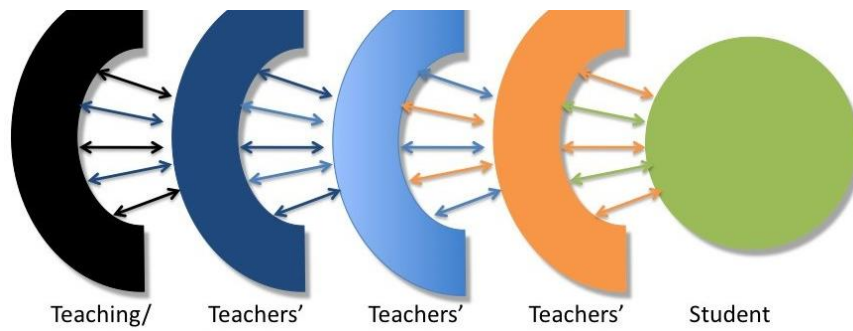
7

As a subscriber to **Special Ed Connection®** you will have constant support from the LRP Team

- ▶ Unlimited training/orientations for you and your staff. Perfect for in-service days, staff meetings and back-to-school kickoff meetings
- ▶ The 5 Minute Rule: If you can't find what you are looking for within 5 minutes of logging in, contact our Help Desk. They will provide you with research assistance and show you the quickest, most efficient ways to locate topic specific resources
- ▶ If you can't remember your login information, contact our Help Desk
- ▶ The **Special Ed Connection®** Help Desk is available Monday – Friday from 8am to 5pm Eastern.
 - ▶ specialconnection@lrp.com
 - ▶ 800-515-4577 x6303



8



Effective Practices

9

Anxiety?

Disclaimer: I'm not a medical professional. If one of your students needs professional help, they should see a counselor or doctor.

10

Reports of anxiety are on the rise

Typical anxiety

- Temporary response to a situation
- Fearfulness doesn't interfere
- Anxiety resolves with reassurance

Anxiety problem

- Kids spend more time than not feeling anxious
- Feelings intensify over time
- Interfere with everyday functioning
- Feelings can come on suddenly/no specific situation
- Kids avoid social situations
- Separation anxiety

11

Helping students with cope with anxiety

For all students

- Teach self calming techniques
 - Practice self-kindness
 - List your favorites
 - Listen to music
 - Mindful minute
 - Breathing
- Make environments/schedules predictable
 - Have routines
 - Give advanced notice of changes
 - Post things or write them down

For some students who need more

- Teach students to take a break
- Chunk assignments into smaller sections
- Designate a "go to" staff member
- Encourage journaling
- Schedule physical activity
- Create a private signal
- Help create friendships

12



Staff have anxiety too!

Take care of yourselves!

13

High Leverage Practice (HLP) Highlight

HLP 18: Use Strategies to Promote Active Student Engagement

What?

Active Student Engagement – All students actively participate in and respond to instruction.

- Verbal
- Written
- Action

Why?

Research on active student engagement shows:

- Positive correlation between active student engagement and academic achievement.
- Off-task behavior and disruptive behavior decreases.
- Provides real-time feedback to the teacher.

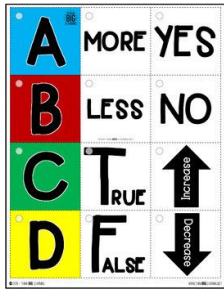


14

High Leverage Practice (HLP) Highlight

HLP 18: Use Strategies to Promote Active Student Engagement

Who can tell me ...?



- **Choral Responses** – teacher provides think time for all students and a visual signal for all students to respond in unison.
- **Response Cards** – teacher provides think time for all students and a visual signal for all students to hold up/display response using a response card (or small white board)

15

High Leverage Practice (HLP) Highlight

HLP 18: Use Strategies to Promote Active Student Engagement

- **Ripple Responses** – great for longer responses; gives all students a chance to share response
 - Teacher poses a question. All students write down short answer (1-2 sentences) on a sticky note or small piece of paper.
 - Students share their response with a partner or small group.
 - Teacher chooses a few students to share to the whole class.
- **Chalkboard Splash** –
 - Teacher gives a prompt. Students write/draw their visual on a sticky note.
 - All students put sticky notes on the board and work together to organize them in a meaningful way.
 - Ex: needs vs wants; timeline of events from a book; parts of a cell



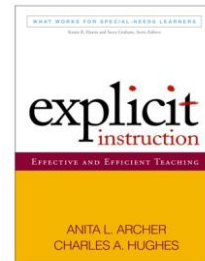
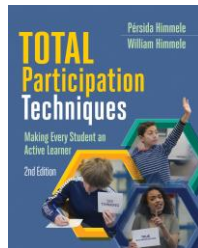
16

High Leverage Practice (HLP) Highlight

HLP 18: Use Strategies to Promote Active Student Engagement

Resources

- **Total Participation Techniques: Making Every Student an Active Learner** Persida and William Himmele
- **Explicit Instruction: Effective and Efficient Teaching** Anita Archer and Charles A. Hughes
 - Video Examples: www.explicitinstruction.org



17

SD MTSS

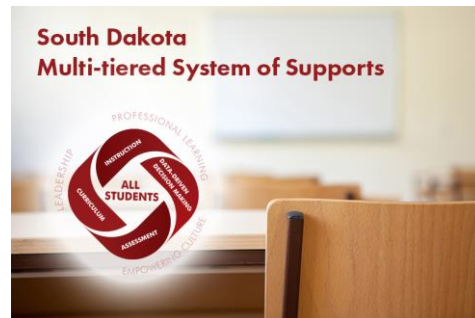
Applications are open for joining SD MTSS (PBIS or RtI) in the 2022-2023 school year.

Applications are due February 18, 2022.

Questions?

PBIS – Rebecca Cain (rebecca.cain@state.sd.us)

RtI – Brandi Gerry (brandi.gerry@state.sd.us)



Access PBIS and RtI applications and recorded webinars here:

<https://doe.sd.gov/sped/mtss.aspx>

18

Standards Aligned Goals:

Considering Accommodations & Modifications

An accommodation is a change in *HOW* the student accesses curriculum materials or tasks and demonstrates learning. *It does not change what the student is expected to learn or demonstrate.*

A Modification, changes *WHAT* a student is expected to learn and demonstrate by changing the level, priority or complexity of content.

Remember:

The same action could be an accommodation or a modification, depending on the target of specialized instruction and / or the skill(s) being assessed.

Let's look at the example of use of simplified text or lower-level reading materials:

Accommodations Examples	
Use of simplified text for reading materials:	
For/to teach:	Why?
directions for assignments	(Assuming you aren't teaching following directions with specific vocabulary): Comprehension of directions is needed to perform the (other) targeted skill/task of instruction.
<ul style="list-style-type: none"> • use of a specific reading strategy • identification of point of view in a text • plot / story conventions in a Shakespeare unit 	Basic reading or comprehension based on the language of the original text is not the skill being assessed/taught.
word problems in math – all problem steps preserved	This allows for access to the math concepts being assessed without changing HOW the student solves the math problem / what they must do complete it.

Modifications Examples	
Use of simplified text for reading materials:	
for/to teach:	Why?
a science vocabulary unit – focus on less complex vocabulary or fewer words	Specific vocabulary is the target of instruction and assessment, so this simplification changes WHAT vocabulary the student is expected to learn
Oral reading fluency of grade-level text	This changes (modifies) WHAT is being taught and assessed since simplification of text will change the text level.
math word problems – one or more problem steps removed	This changes WHAT the student must do to solve the problem.



Considerations when selecting or using accommodations and modifications:

- Will the student always / usually have access to the accommodation or modification?
 - Outside of school
 - Moving from grade to grade
 - After graduation
- Does the use of accommodations / modifications hinder learning of next-level skills or progress toward transition-plan goals?
 - Sometimes decreasing or eliminating the use of an accommodation or modification rises to the need for an annual goal and specialized instruction.

No Absolutes. Depends on the student and their needs and IEP team decisions. However, as a general rule, accommodations should be used before modifications whenever possible.

College, Career, Life Ready

doe.sd.gov

23



Information at: <https://sd.iepq.org>

<https://sd.iepq.org/help-topics-book/accommodations>

home | toolbox | student scenarios | resource library | myIEP-Q | sddoe | help

Home > Accommodations

Accommodations

Supplementary Aids, Accommodations, and Modifications

Note: This page refers to daily accommodations. Please see the [Assessment Accommodations](#) or the [Smarter Balanced Assessment](#) pages of this site for assessment accommodations information.

The IEP team needs to consider the skill area(s) affected by the student's disability area(s) and determine if accommodations/modifications need to be made for the student to be successful in his or her program.

Be sure they are accommodations/modifications the student "MUST" have in order to benefit from the program. They must be provided at the frequency, duration and location specified in the IEP. These are not optional or delivered at the discretion of the teacher.

REMINDER: An **accommodation** is a change in *HOW* the student accesses and demonstrates learning, but does not change what the student is expected to learn or demonstrate. A **modification**, on the other hand, changes *WHAT* a student is expected to learn and demonstrate by changing the level, priority or content. The [Understood.org](#) website has a page that explains this in more detail with a chart of examples.

SDDOE Information

SDDOE IEPQ tip slides video: Accommodations and modifications

Toolbox

- Accommodations Monitoring Form (PDF)
- Sample Accommodations & Modifications (PDF)
- IEP Quick Reference Sheet (Word)
- Accommodations listed by student's area of difficulty (Word doc)
- CCSSO Accommodations

Email Jessica Ahlers
Jessica.Ahlers@state.sd.us
 for access to IEPQ.

College, Career, Life Ready

doe.sd.gov

24

Reading Passage Accommodation for State Assessment

Reading Passages Aloud (for ELA)

- Text-to-Speech or Read Aloud (one not both)
- For those students with a print disability
- Form needed
 - One for 3rd-5th graders and one for 6th-8th & 11
 - Can be found at <https://doe.sd.gov/Assessment/> in the Important Testing Documents section
 - Include in the form
 - All the student information requested
 - An explanation of the student's need for the passages aloud, and what is being done in the classroom for this accommodation (should not just copy what is on the IEP, but rather what is happening for the student)
 - Ensure all the boxes have been checked
 - Make sure it is signed
 - Send, email, or fax (information is on the form)
- Due by Feb 1

25

Non-embedded Accommodations for State Assessment

- Marked at the state level
- Non-embedded Accommodations
 - 100s Number Table
 - Abacus
 - Alternate Response Options
 - Calculator
 - Multiplication Table
 - Print on Demand
 - Read Aloud
 - Scribe
 - Speech-to-Text
 - Word Prediction
- An email (to Beth.Schiltz@state.sd.us) with the student's name or SSID and what non-embedded accommodation is needed
- By Feb 1 would be preferable

26



Accountability

27



- Check the Special Education Programs Accountability Process Website:
 - <https://doe.sd.gov/sped/accountability.aspx>
 - **District List:** <https://doe.sd.gov/sped/documents/1823-DistSchedule.pdf>
- **How should my district prepare?**
 - Teachers should use the District **Internal Review Document** to ensure files are complete and accurate. **IEP TA Guide** is an important resource and the **Facilitated Internal Review** recording.
 - **Out of District Placements:** These files will be pulled for review. Make sure they are in compliance. The district is assuring the special education documentation is in compliance. District must maintain all documentation.
 - **Indicator 13 Transition IEP Preparation:** Data is collected during the review. TSLP staff are available to meet individually with teachers to prepare. Staff that utilize this service have a greater 100% compliance rate. Please contact them at <https://tslp.org/>.

Is your district
coming up for
a review in
2022-2023?

28



☐ **Parent Input –**
Documentation of their involvement is an important component of the evaluation plan when developing the PPWN consent.

☐ **Check boxes mean what**
evaluations the district will conduct during 25 school day timeline.

☐ **Existing Evaluation Data:**
Document all the evaluation documentation that the district already has that will be used to determine eligibility. Also referred to as pulled forward evaluations.

STUDENT NAME:		SIMS:	
PARENT/GUARDIAN NAME:		DATE SENT:	
SCHOOL DISTRICT:		SCHOOL:	
DOB:	AGE:	GRADE:	

Purpose of Notification: The school district must give you a written notice and seek your informed consent whenever the school district proposes to conduct an evaluation or reevaluation of your child.

☐ Initial evaluation to determine:

- Whether your child is a child with a disability.
- The educational strengths and needs of your child and
- Whether your child needs special education or special education and related services.

☐ 3-Year Reevaluation to determine:

- Whether your child continues to be a child with a disability.
- The educational strengths and needs of your child and
- Whether your child continues to need special education or special education and related services

☐ Reevaluation request by you.

☐ Reevaluation request by the school district.

☐ Additional Evaluation: (specify) _____

Documented Parent Input:

NEW Evaluations

Comprehensive evaluation data must be gathered as part of the evaluations administered below.

ing if your child is a child with a disability re needed and will be administered or if it data in the suspected areas of disability

<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Articulation	<input type="checkbox"/> Audiological
<input type="checkbox"/> Ability	<input type="checkbox"/> Language	<input type="checkbox"/> Ophthalmological
<input type="checkbox"/> Observation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Chronic/Acute Health (Diagnosis)
<input type="checkbox"/> Adaptive Behavior (to include social)	<input type="checkbox"/> Voice	<input type="checkbox"/> Current Medical Data/Records
<input type="checkbox"/> Behavior	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Autism Specific Instrument
<input type="checkbox"/> Transition	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Orientation/Mobility
<input type="checkbox"/> Developmental (Cognitive, Adaptive, Motor, Communication, Personal/Social)	<input type="checkbox"/> Braille	

List other areas to be evaluated: (Might include areas such as: ☐ vision screen, ☐ hearing screen, ☐ sensory motor, ☐ visual motor, ☐ personality, ☐ social/emotional, ☐ functional behavior assessment, etc.)

Existing Evaluation Data: If existing evaluations are to be used, document the following:

Evaluation Area	Test Administered	Date

29



What if we request diagnosis and get release of records, it comes back that student was already diagnosed but outside 25-day timeline?

The Process

- **Before** completing the PPWN Consent,
Did the district ask parent if there is a diagnosis already?
- Depending on the answer, describe in the PPWN A, B, or D.
- What if when records come back there was additional or new diagnosis that the district was unaware?
 - District responsibility is to review the new information and make a decision during the IEP team meeting. It must be documented on the PPWN of what was received, discussion, and what decisions were made regarding new information.

30

Specific Learning Disability

- Review the requirements for Specific Learning Disability with staff.
- Remind staff that the first time a student is determined eligible for SLD, they must complete section 3-8 of the Specific Learning Disability documentation.
 - First time can mean:
 - Initial eligibility for Specific Learning Disability
 - Moving or potentially moving from another disability category to SLD (OHI to SLD, DD to SLD, etc...)
 - Determined SLD, then moved to another disability, then SLD again.
- Resource related to SLD documentation: <https://doe.sd.gov/sped/documents/SLDdocOvw.pdf>

Policy, Practice Procedure: Review the exclusionary factors for identification of Specific Learning Disability. Does the district's teacher referral process collect that information before a referral?

31



32

Indicator 7 – Child Outcomes Data Clean UP

Notification through the BDI Listserv and emails will be sent to districts to ensure the Program Notes and Program Labels are updated.

BDI2

- For accuracy use the drop-down box when correcting/entering the Program Note
- Ensure student name is spelled correctly
- Ensure birthdate is correct
- Enter SIMS # from Infinite Campus into BDI-2 Data Manager if the student is determined eligible and parents consent to services

NOTE: Exit/Transition evaluations are possibly the only Program Notes that should be entered

33

Indicator 7 – Child Outcomes Data Clean UP - Continued

BDI3

- There is only a drop-down menu – eliminating wording errors
- Ensure student name is spelled correctly
- Ensure birthdate is correct
- Enter SIMS # from Infinite Campus into the BDI3 Dashboard if the student is determined eligible and parents consent to services – Child ID

Welcome to BDI-3!

Riverside Updates Organization Updates

Program Labels
Choosing the correct Program Label: 01/11/2022

<u>Part C Entry</u>	The evaluation represents Entry into the Part C Program.
<u>Part C Exit</u>	The evaluation represents the child's status on EXIT from the Birth-3 Program.
<u>Part C Entry/Transition</u>	The evaluation represent Entry into the Part C Program and the student is eligible for Part B 619. Student was evaluated 90 days or less days prior to student's 3rd birthdate due to LATE Part C referral.
<u>Transition</u>	The student is aging out of Part C and determined eligible for Part B 619.
<u>Part B Entry</u>	The evaluation represent the student's status on ENTRY into the Part B preschool Special Education Program.
<u>Part B Exit</u>	The evaluation represents the student's status on EXIT from the Part B preschool Special Education Program.

34

Indicator 11 and Indicator 12

Launchpad is open to begin entering student data or use the excel spreadsheet

- **Logon on for Launchpad:**
<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- **Indicator 11 Reporting Guide:**
<https://doe.sd.gov/sped/documents/Indicator11-Rpt.pdf>
- **Indicator 12 Reporting Guide:**
<https://doe.sd.gov/sped/documents/Indicator12-Report.pdf>

Questions/Issues:

Contact Debra.Willert@state.sd.us

35

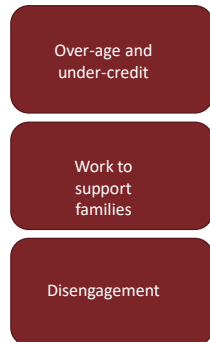
AT-RISK AND HIGHLY MOBILE STUDENTS

- **Affective needs**
 - At-risk and highly mobile students have unique affective needs.
 - Due to high mobility and living in an unstable environment, these students may experience frustration, isolation, and lack of motivation to succeed.
 - Meeting the affective needs of these students includes helping them develop a sense of belonging, developing intrinsic motivation, and attending to their emotional needs.
- **Academic needs**
 - Children who are at-risk of school failure have great academic needs.
 - Students who are highly mobile can take up to half a year to adjust academically to a school move with a larger cumulative effect on achievement with each additional move.
 - In meeting the academic needs of highly mobile students, teachers must have the ability to assess and plan for students needs, deliver instruction effectively, and assess student learning.
- **Technical Needs**
 - These needs include social services, correct grade placement, and support from individuals who work with at-risk/highly mobile students.
 - According to Maslow's hierarchy of needs, the very basic needs of food, clothing, and shelter must be met before the academic and affective needs can be addressed.
 - When students are present for short time periods, basic, academic, and affective needs may have to be addressed concurrently.
 - Effective teachers address student needs prior to the students arriving in the classroom, when students arrive in the classroom, while they are in the classroom, and even when they leave.

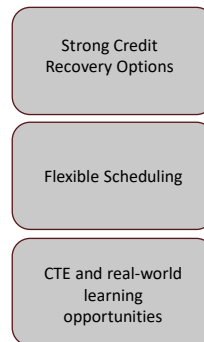
36

Multiple Pathways to Graduation

When your data shows.....



discuss possible



37



Early Warning Systems

- ❖ Identify appropriate dropout indicators
- ❖ Design and use reports to collect and monitor data
- ❖ Connect appropriate interventions to individual student needs
- ❖ Evaluate student progress and intervention effectiveness.



- attendance
- behavior
- two or more mild or more serious behavior infractions
- course performance: Failure in English or math in 6th through 9th grade
- GPA of less than 2.0
- two or more failures in 9th grade courses; and failure to pass 9th grade

38

Questions to Consider.....

- What factors led to students completing high school in four years?
- Were similar strategies and procedures in place for all students with disabilities?
- Is the most appropriate curriculum for each student being implemented?
- How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?
- Clear understanding of baseline graduation requirements
- Ensure correct exit coding in Campus
- Does the district monitor attendance records carefully?
- Does the district have a system for tracking access to curriculum during suspension/expulsion?
- Determine if transition plan was not only implemented but revisited and adjusted when IEP team deemed necessary.

39

Resources

[SD High School Graduation Requirements](#)
[Webinar Snippet: 2018 Graduation Requirements](#)
[Disabilities Policy \(Updated July 2020\)](#)
[ISSUE BRIEF: Graduation requirements and students with special needs](#)
[Graduation Coding Guidance for Students on an IEP](#)
 Document may be found in the Student with Special Needs Section
[State Performance Plan Indicators](#)
[Effective Strategies](#)
[Rural Dropout Prevention Resources](#)
[Solutions to the Dropout Crisis](#)
[Executive Summary of the National Dropout Prevention Center](#)
[Trauma-Skilled Schools Model](#)
[SD Title 1, Part D: At Risk Youth](#)
[State Performance Plan Indicators](#)

40

Next Sped Director Call

February 15th, 2022

SPED Director calls are recorded and posted at:

<https://doe.sd.gov/sped/directors.aspx>